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ABSTRACT

This booklet contains nine 1-hour training sessions related to the components of family literacy programs. Each session may stand alone or be used in combination with any other. This provides trainers with the flexibility to base workshops on participants' needs and interests. Titles for the sessions include: (1) the process of literacy learning; (2) emerging literacy; (3) environments for literacy learning; (4) children's literature; (5) promoting reading fluency; (6) environmental print; (7) promoting writing growth; (8) language experience activities; and (9) reading reasoning activities. The following detailed plans are included in this manual: (1) goals for the session; (2) plans for implementation; (3) handouts and activities for participants; and (4) sources for further learning. All sessions feature active involvement and time for participants to share their ideas with one another. The concluding portion of this manual contains two bibliographies, one on parents and reading (29 entries) and the other on family literacy programs (12 entries). A sample evaluation form is found in the concluding portion of the manual. (NLA)

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Family Literacy Programs

Training Manual

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FAMILY LITERACY PROGRAMS
Training Manual

Introduction

In this booklet, you will find descriptions of nine [9] one-hour training sessions related to components of family literacy programs. Each session may stand alone or be used in combination with any other. That is, one trainer might decide to prepare a half-day workshop using sessions 1, 2, and 8; another might use sessions 5, 6, and 7. By creating "mix and match" sessions, we hoped to facilitate your training efforts by providing you with the flexibility to base workshops on participants' interests and needs.

Content for the sessions represents those topics and issues found most important by the adult educators who attended the KSU-ODE Family Literacy Institute in August, 1990. Titles for the nine sessions are

The Process of Literacy Learning
Emerging Literacy
Environments for Literacy Learning
Children's Literature
Promoting Reading Fluency
Environmental Print
Promoting Writing Growth
Language-Experience Activities
Reading-Reasoning Activities

Detailed plans for each session are included in this manual: a) goals for the session, b) plans for implementation, c) handouts and activities for participants, and d) sources for further learning. All sessions feature active involvement and time for participants to share their ideas with one another. As workshop leader, your role will be to facilitate this process.

The concluding portion of the manual contains two bibliographies, one on parents and reading and the other on family literacy programs. Finally, a sample evaluation form is found in the concluding portion of the manual. Use it or one of your own design to evaluate the sessions you provide.

We wish you success with your efforts to share what you've learned about family literacy programs with colleagues in your area. We hope that you will find this manual helpful.

Nancy Padak
Dale Cook

Kent, OH
September, 1990

FAMILY LITERACY PROGRAMS
Training Manual

SESSION ONE
The Process of Literacy Learning

SESSION ONE
The Process of Literacy Learning

Goals

To help participants begin to think about:

1. the nature of the reading and writing processes
2. the instructional conditions that support reading and writing growth

Procedures

1. If necessary, introduce participants to each other. Then, provide an overview for the session by sharing goals with participants.

2. Ask each participant to find a partner, preferably someone he or she doesn't know too well. Distribute "Participant Interviews" sheet. Provide 10 minutes for participants to interview each other. [NOTE: You might want to circulate through the group during interviews. It's a good way to get to know participants.]

3. Using either a chalkboard or chart paper/ markers, make a four-column chart: Reading/Positive, Reading/Negative, Writing/Positive, and Writing/Negative. Ask learners to share significant findings from their interviews with the larger group. Make notes in the appropriate column as they share. (5-10 minutes)

   After the group has shared, ask partners to examine the charts and draw conclusions. [NOTE: Depending upon the group, you may want to offer some questions to guide their thinking: What kinds of materials work/ don't work well? What kinds of activities work/ don't work well?] After a few minutes, ask partners to share what they've concluded. Jot these conclusions down on the chalkboard or chart paper. (5-10 minutes)

4. Ask participants to form groups of three, arranged in a triangle so that they can see each other. Distribute "Agree, Disagree, and Why" sheet and provide 10 minutes for groups to complete the activity.

5. Initiate a whole group sharing session. One way to proceed would be to read each statement aloud, ask for a show of hands regarding agreement and disagreement, provide time for those who agree to share their reasons, and provide time for those who disagree to share their reasons. (10-15 minutes)

6. Summarize the session by presenting the following

principles of whole language learning. (5 minutes) [NOTE: You may wish to prepare an overhead transparency of the principles or to write them on the chalkboard or chart paper.]

- People learn to read and write by reading and writing.
- Both reading and writing involve constructing and communicating meaning. Meaning construction/ communication should always be at the core of instruction.
- Instruction should involve authentic, meaningful, and interesting reading and writing experiences.
- Reading and writing skills should not be taught isolation. Rather, they should be taught as needed in the context of real reading and writing situations.

7. If time permits, participants can discuss the implications of these views for family literacy programs.

Sources for Further Learning

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Padak, N.D., & Padak, G.M. (1988). Writing instruction for adults: Present practices and future directions. Lifelong Learning, 12(3), 4-7.

Stauffer, R.G. (1980). The language-experience approach to the teaching of reading (2nd. ed.). New York: Harper and Row.

FAMILY LITERACY WORKSHOPS
The Process of Literacy Learning

Participant Interviews

Directions: Use these four questions to interview your partner. Talk long enough so you understand the situation he or she is describing. Make notes about the important features of each situation.

1. Think back on your experiences in school as a reader.

   a. What experiences were your favorites?

   b. What did you dislike?

2. Think back on your experiences in school as a writer.

   a. What experiences were your favorites?

   b. What did you dislike?

FAMILY LITERACY WORKSHOPS
The Process of Literacy Learning

Agree, Disagree, and Why

Directions: As a group, decide if you agree or disagree with each statement. On the line before the statement, indicate your decision. On the lines beneath each statement, write reasons for your decision.

_____1. A person has to learn the skills involved in reading or writing before he or she can actually begin to read or write.

_____
_____
_____

_____2. "Getting the meaning" is more important than "saying the words."

_____
_____
_____

_____3. Instruction must be based on actual, authentic reading and writing experiences.

_____
_____
_____

_____4. It's easiest to learn a new reading or writing skill in isolation, through skill exercises.

_____
_____
_____

_____5. The content of a piece of writing is more important than its form.

_____
_____
_____

FAMILY LITERACY PROGRAMS
Training Manual

SESSION TWO
Emerging Literacy

SESSION TWO
Emerging Literacy

Goals

To explore the nature of children's literacy development.

To determine implications from emerging literacy research for instructional programs.

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Ask participants to find partners. Provide about 5 minutes for partners to talk about these two questions: Why do children learn oral language? How do others support their learning? [NOTE: You may wish to write the questions on an overhead transparency or the chalkboard.]

3. Invite partners to share what they've decided. As reasons and ways are shared, make note of them on the chalkboard or chart paper. Key points to be addressed include that child language acquisition is active, based on need to communicate, approximate (i.e., not initially perfect from an adult's perspective), and takes place in authentic situations. Others encourage development by talking and listening, by responding to the child's message, and by providing models of language. (10 minutes)

4. Point out that recent innovations in preschool and elementary education are based on this same model of development. That is, researchers have discovered that the processes of learning to read and write are similar to the processes of learning to speak and listen. Educators are now trying to develop and implement programs based on this process.

   Distribute the handout based on the joint statement of the professional organizations. Explain the background of the statement: organizations became concerned that programs for young children weren't reflecting what we know about how language, including reading and writing, develops. Several years ago, a task force to address this problem was established, with representatives from each organization (Association of Childhood Education International, Association of Supervision and Curriculum Development, International Reading Association, National Association for the Education of

Young Children, National Association of Elementary School Principals, and National Council of Teachers of English). The handout summarizes the group's work and is meant to provide guidance in the establishment of preschool and primary programs for children. (5 minutes)

5. Ask participants to form five groups. Provide each group with a reading-reasoning activity based on joint statement recommendations [NOTE: Excluding evaluation, the 15 recommendations have been sorted into five broader categories. Each group will deal with one of the categories.] Directions on the reading-reasoning activities are self-explanatory, but you should remind groups to appoint recorders who will make notes about groups' deliberations. (15 minutes)

6. Invite each group to share the results of its deliberations with the larger group. Encourage questions or comments about the issues that arise. (10 minutes)

7. Distribute the "Critical Incidents" reading-reasoning activity. Provide groups 5-10 minutes to discuss them and decide upon solutions. Conclude the session with a whole group discussion of what smaller groups decided.

Sources for Further Learning

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Freeman, E.B., & Hatch, J.A. (1989). Emergent literacy: Reconceptualizing kindergarten practice. Childhood Education, fall, 21-24.

Harste, J., Woodward, V., & Burke, C. (1984). Language stories and literacy lessons. Portsmouth, NH: Heinemann.

Holdaway, D. (1979). Foundations of literacy. Portsmouth, NH: Heinemann.

Ross, D.D., & Bondy, E. (1987). Communicating with parents about beginning reading instruction. Childhood Education, 63, 270-274..pa

FAMILY LITERACY WORKSHOPS
Emerging Literacy

Joint Statement of Literacy Learning for Children

Directions: Several recommendations about literacy instruction for children are printed below. Answer the three questions with regard to these recommendations. Make notes about your decisions and be ready to share them with the larger group.

Recommendations: Group 1

1. Build instruction on what the child already knows about oral language, reading, and writing. Focus on meaningful experiences and meaningful language rather than on isolated skill development.

2. Respect the language the child brings to school and use it as a base for language and literacy activities.

7. Use reading materials that are familiar or predictable, such as well known stories, as they provide children with a sense of control and confidence in their ability to learn.

Questions

1. What would classrooms that adhered to these recommendations "look like"?

2. What are the implications of these recommendations for family literacy programs?

3. What are the implications of these recommendations for ABE programs?

FAMILY LITERACY WORKSHOPS
Emerging Literacy

Joint Statement of Literacy Learning for Children

Directions: Several recommendations about literacy instruction for children are printed below. Answer the three questions with regard to these recommendations. Make notes about your decisions and be ready to share them with the larger group.

Recommendations: Group 2

3. Ensure feelings of success for all children, helping them to see themselves as people who enjoy exploring both oral and written language.

5. Encourage children's first attempts at writing without concern for the proper formation of letters or correct conventional spelling.

6. Encourage risk taking in first attempts at reading and writing, and accept what appear to be errors as part of children's natural growth and development.

Questions

1. What would classrooms that adhered to these recommendations "look like"?

2. What are the implications of these recommendations for family literacy programs?

3. What are the implications of these recommendations for ABE programs?

FAMILY LITERACY WORKSHOPS
Emerging Literacy

Joint Statement of Literacy Learning for Children

Directions: Several recommendations about literacy instruction for children are printed below. Answer the three questions with regard to these recommendations. Make notes about your decisions and be ready to share them with the larger group.

Recommendations: Group 3

4. Provide reading experiences as an integrated part of the communication process, which includes speaking, listening and writing, as well as art, math, and music.

8. Present a model for children to emulate. In the classroom, teachers should use language appropriately, listen and respond to children's talk, and engage in their own reading and writing.

Questions

1. What would classrooms that adhered to these recommendations "look like"?

2. What are the implications of these recommendations for family literacy programs?

3. What are the implications of these recommendations for ABE programs?

FAMILY LITERACY WORKSHOPS
Emerging Literacy

Joint Statement of Literacy Learning for Children

Directions: Several recommendations about literacy instruction for children are printed below. Answer the three questions with regard to these recommendations. Make notes about your decisions and be ready to share them with the larger group.

Recommendations: Group 4

11. Foster children's affective and cognitive development by providing them with opportunities to communicate what they know, think, and feel.

15. Encourage children to be active participants in the learning process rather than passive recipients, by using activities that allow for experimentation with talking, listening, writing, and reading.

Questions

1. What would classrooms that adhered to these recommendations "look like"?

2. What are the implications of these recommendations for family literacy programs?

3. What are the implications of these recommendations for ABE programs?

FAMILY LITERACY WORKSHOPS
Emerging Literacy

Joint Statement of Literacy Learning for Children

Directions: Several recommendations about literacy instruction for children are printed below. Answer the three questions with regard to these recommendations. Make notes about your decisions and be ready to share them with the larger group.

Recommendations: Group 5

9. Take time regularly to read to children from a wide variety of poetry, fiction, and nonfiction.

10. Provide time regularly for children's independent reading and writing.

Questions

1. What would classrooms that adhered to these recommendations "look like"?

2. What are the implications of these recommendations for family literacy programs?

3. What are the implications of these recommendations for ABE programs?

FAMILY LITERACY WORKSHOPS
Emerging Literacy

Critical Incidents

Directions: Discuss each situation. For each, decide a) what the parent should do at home, and b) what the parent should say to the child's teacher. Be ready to explain your decisions.

Situation 1

Danny is in the second grade. Since kindergarten, his school reports have been excellent. During parent-teacher conferences, Danny's teachers have always said that he's in the top reading group and gets all his work in on time. Danny's parents are concerned, however, because he doesn't seem to care about reading at home. He never chooses to read books; he doesn't usually even want someone to read a story to him. When his parents suggest that the family take a trip to the public library, Danny always says he'd rather do something else.

Situation 2

Mary writes at home all the time. She writes lists, makes stories, writes notes for her parents and older siblings, and keeps a scrapbook about her favorite things. When her parents ask her, she says, "We never write at school." Mary's teacher confirms this. The teacher says that it's more important for first graders to learn how to print properly and to learn to spell. Mary's parents are concerned because they are seeing her enthusiasm for writing begin to fade.

LITERACY LEARNING BEGINS IN INFANCY. CHILDREN HAVE MANY EXPERIENCES WITH ORAL AND WRITTEN LANGUAGE BEFORE THEY COME TO SCHOOL.

* Children have had many experiences from which they build ideas about the functions and uses of oral and written language.
* Children have a command of language and of processes for learning and using language.
* Many children can differentiate between drawing and writing.
* Many children are reading environmental print, such as road signs, grocery labels, and fast food signs.
* Many children associate books with reading.
* Children's knowledge about language and communication is influenced by their social and cultural backgrounds.
* Many children expect that reading and writing will be sense-making activities.

BASIC PREMISES OF A SOUND PREFIRST GRADE READING PROGRAM

* Reading and writing at school should permit children to build upon their already existing knowledge of oral and written language.
* Learning should take place in a supportive environment where children can build a positive attitude toward themselves and toward language and literacy.
* For optimal learning, teachers should involve children actively in many meaningful, functional language experiences, including speaking, listening, writing and reading.
* Teachers of young children should be prepared in ways that acknowledge differences in language and cultural backgrounds, and should emphasize reading as an integral part of the language arts as well as of the total curriculum.

CONCERNS

* Many prefirst grade children are subjected to rigid, formal prereading programs with inappropriate expectations and experiences for their levels of development.
* Little attention is given to individual development or individual learning styles.
* The pressures of accelerated programs do not allow children to be risk takers as they experiment with written language.
* Too much attention is focused upon isolated skill development and abstract parts of the reading process, rather than on the integration of talking, writing and listening with reading.
* Too much attention is focused upon isolated skill development and abstract parts of the reading process, rather than on the integration of talking, writing and listening with reading.
* Too little attention is placed on reading for pleasure; therefore, children do not associate reading with enjoyment.
* Decisions related to reading programs are often based on political and economic considerations rather than on knowledge of how young children learn.
* The pressure to achieve high scores on tests inappropriate for the kindergarten child has led to undesirable changes in the content of programs. Activities that deny curiosity, critical thinking and creative expression are all too frequent, and can foster negative attitudes toward language communication.

* As a result of declining enrollment and reduction in staff, individuals with little or no knowledge of early childhood education are sometimes assigned to teach young children. Such teachers often select inappropriate methods.
* Teachers who are conducting prefirst grade programs without depending on commercial readers and workbooks sometimes fail to articulate for parents and other members of the public what they are doing and why.

RECOMMENDATIONS

1. Build instruction on what the child already knows about oral language, reading and writing. Focus on meaningful experiences and meaningful language rather than on isolated skill development.
2. Respect the language the child brings to school, and use it as a base for language and literacy activities.
3. Ensure feelings of success for all children, helping them to see themselves as people who enjoy exploring both oral and written language.
4. Provide reading experiences as an integrated part of the communication process, which includes speaking, listening and writing, as well as art, math and music.
5. Encourage children's first attempts at writing, without concern for the proper formation of letters or correct conventional spelling.
6. Encourage risk taking in first attempts at reading and writing, and accept what appear to be errors as part of children's natural growth and development.
7. Use reading materials that are familiar or predictable, such as well known stories, as they provide children with a sense of control and confidence in their ability to learn.
8. Present a model for children to emulate. In the classroom, teachers should use language appropriately, listen and respond to children's talk, and engage in their own reading and writing.
9. Take time regularly to read to children from a wide variety of poetry fiction and nonfiction.
10. Provide time regularly for children's independent reading and writing.
11. Foster children's affective and cognitive development by providing them with opportunities to communicate what they know, think and feel.
12. Use developmentally and culturally appropriate procedures for evaluation, ones that are based on the objectives of the program and that consider each child's total development.
13. Make parents aware of the reasons for a broader language program at school and provide them with ideas for activities to carry out at home.
14. Alert parents to the limitations of formal assessments and standardized tests of prefirst graders' reading and writing skills.
15. Encourage children to be active participants in the learning process rather than passive recipients, by using activities that allow for experimentation with talking, listening, writing and reading.

9/88 Joint statement of ACEI, ASCD, IRA, NAEYC, NAESP, NCTE.

FAMILY LITERACY PROGRAMS
Training Manual

SESSION THREE
Environments for Literacy Learning

SESSION THREE
Environments for Literacy Learning

Goals

To determine characteristics of school and home environments that promote interest in and love of literacy

To explore ways to create such environments

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Ask participants to form groups of three, ideally people who work at different sites. Provide each group with a piece of chart paper and a marker. Give groups about 5 minutes to brainstorm about all the aspects of their current instructional settings that promote literacy development. [NOTE: One member of each group should record responses on the chart paper.]

3. Tape all chart paper summaries to the wall. Provide another sheet of chart paper for each group. Ask groups to categorize all previous responses into two groups: <u>aspects of instruction</u> and <u>incidental aspects</u>. After groups have finished, invite sharing for the whole group. Individual groups can add information provided by others to their own charts, if they wish to. (10-15 minutes)

4. Ask groups to compare present lists to the ideal classroom environment for literacy learning. Lists should be modified (i.e., items added or deleted) to reflect results of the comparison. (10 minutes)

5. Provide groups with the handout for this session. Directions on the handout are self-explanatory. Provide groups with 10-15 minutes to complete the activity.

   When groups have finished, invite a whole-group discussion of results. Summarize groups' decisions by recording them on the chalkboard or chart paper. If necessary, invite discussion, questions, etc. (5-10 minutes)

6. Ask groups to brainstorm again, this time on the topic "what are the characteristics of a home environment that promotes interest in and love of literacy?" (5 minutes)

Convene the whole group. Ask small groups to share results of brainstorming, and make a master list of all ideas on the chalkboard or chart paper. (5-10 minutes)

7. Using the master list as a guide, ask groups to develop a list of <u>no cost</u> things that parents can do to create and maintain supportive environments for literacy learning. (10 minutes)

   Finally, ask small groups to share with the larger group. (5 minutes)

8. Provide participants with copies of the three sets of guidelines about parents and children's learning. Suggest that the guidelines can be provided as is or modified to meet the needs of their ABE students.

FAMILY LITERACY WORKSHOPS
Environments for Literacy Learning

Directions: Suppose that you have $500 for supplies to set up a family literacy program. Together with your group, make decisions about how you will spend the money. Record your decisions on this chart.

Item	Approximate Cost	Rationale

A PARENT'S CHECKLIST/LANGUAGE ARTS SKILLS

How many of these things do you do to encourage your child to listen, speak, write, and read?

1. I take time to talk with my child every day.
2. I take time to listen to my child and answer his or her countless questions.
3. I sing and recite nursery songs and rhymes to my child.
4. I read something (newspaper, magazine, book) every day, showing my child that reading is important.
5. My child and I have library cards (the best of all credit cards).
6. I take my child to the library regularly. We both select books to read by ourselves and aloud together at home.
7. Together we look at books and magazines, each of us talking about what we see and read.
8. I ask my child to tell me a story or to describe something he or she has done or seen.
9. I often write down what my child tells me and read back the "story" exactly as it was dictated to me.
10. My child has his or her own bookshelf (or a box or a drawer) to hold books.
11. I take time to read aloud to my child each day as often as my child will listen to me, or asks me to read to him or her, and I encourage all members of my family to do the same.
12. My child watches carefully selected television programs, and I limit TV viewing so that there is <u>at least equal time for reading</u>.
13. I praise my child's efforts and accomplishments so that he or she will have self-confidence and zest for new learning experiences.

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LANGUAGE EXPERIENCE ACTIVITIES FOR THE YOUNG CHILD:

SUGGESTIONS FOR PARENTS*

SPEAKING

Talk about everyday sights.
Remind children about enjoyable occasions.
Use verbal and visual experiences for conversations (TV, records, books, art work).

VISUAL EXPRESSION

Provide art materials.
Provide space at home.
Provide play dough.
Provide display area for children's work.

CREATIVE DRAMATICS

Provide dress-up area; encourage your kids and their friends.
Help child to use his/her imagination by "playing along" with some of their games and stories.
Have pretend telephone conversations with children.

SINGING

Sing familiar songs.
Play records.
Encourage children to create new melodies/verses.

MOVEMENT AND RHYTHMIC ACTIVITIES

Encourage children to imitate animals; move to rhythms.
Make rhythm instruments.
Help children create dances.

READING

Aloud—ask kids what they think will happen next in the story; which character they liked and why: would they change the ending; and so on.
Provide books and a place to read.
Read your own books in front of your children.
Retell favorite books and stories.

WRITING

Share lists, letters, check writing, etc.
Write down what your child says; then enjoy reading the stories/sentences together.

"EXPERIENCE" WORDS

Take child places in your community, such as the hardware, city hall, library or museum.
Discuss such outings with your children.

*From: Manning, G. & Manning, M.A. "Parents and Kids Talk, Talk, Talk It Up: How Parents Can Provide a Wide Range of Language Experience Activities for Their Children." Early Years, January, 1981, 11:26-27.

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STIMULATING LANGUAGE DEVELOPMENT

It is important for children to grow up in homes that are rich in language. Listening to new words and how they're used, sharing ideas and thoughts, and learning to communicate effectively are important skills in your child's reading development.

When you spend time talking to and with your child, you are helping to share the magic of words and the excitement of communicating ideas. Here are some specific activities you can use.

1. When you tell stories or read books with your child, have him or her retell parts of the story.

2. Encourage your child to create make-believe conversations with pets or dolls. Join in on the fun, too!

3. Provide lots of listening activities for your child, such as records, plays, and family sing-alongs.

4. Make up a story ("I was walking through the woods one day when I saw ...") and ask your child to finish it.

5. Have your child dictate a short story to you (two to three sentences are enough) and write it on a sheet of paper. Encourage your child to illustrate the story. Staple several of these together and place this "book" in the family library. Read the stories back to your child frequently.

6. As you are working on a task or project, such as washing dishes or building a birdhouse, talk about it with your child. Encourage him or her to ask questions about the steps you take.

7. Encourage your child to use language independently by listening, showing interest, and asking questions.

8. Provide plenty of opportunities for your child to share thoughts about his or her feelings and emotions.

9. Share some sentence stems with your child, encouraging him or her to complete them. For example: "I get angry when..." or "When I get older, I want to...".

10. Talk with your child every chance you have. Help your child appreciate the richness of language and the fact that it serves as a natural way of sharing between two or more people.

Taken from: Reading Today, September 1988.

FAMILY LITERACY PROGRAMS
Training Manual

SESSION FOUR
Children's Literature

SESSION FOUR
Children's Literature

Goals

To acquaint participants with the variety of children's literature that may be appropriate for family literacy programs

To explore models of reading-aloud activities appropriate for ABE students and their children

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Invite a representative from the children's section of your public library to make a 30-minute presentation about children's literature. Ask the speaker to reserve 5 or 10 minutes for questions at the end of the presentation.

   [NOTE: If you have already met with participants, survey them before this session to determine their ideas for the presentation. You can tell them that the children's librarian will be making a presentation and ask them what they'd be interested in learning about. Share survey results with the speaker beforehand, so that he or she can tailor the presentation to the group's needs. If this is your first session with the group, be sure to talk with the children's librarian so that he or she understands the nature of family literacy programs.]

2. Demonstrate a Directed Listening-Thinking Activity (DL-TA). [NOTE: See Part Two of the teacher's manual of Helping your children learn or Mothers, fathers, daughters, and sons for directions for DL-TAs.] Use a children's book that is probably unfamiliar to participants for the demonstration. (5-10 minutes)

   After the demonstration, ask participants to reflect on their own behavior as "learners"-- how did the DL-TA promote active listening? How did the DL-TA affect their comprehension? Then talk with participants about how to integrate DL-TAs into their family literacy program, as demonstrations for their ABE students, as parent-child activities on programs, and as independent activities for parents and children to complete at home. (5 minutes)

3. Ask participants to find partners. Provide a wordless picture book for each pair. [NOTE: Check these out from the public library or a school library to prepare for the session.] Ask pairs to survey their books and decide about how they could be used in family literacy programs. (5 minutes)

   Invite a whole-group sharing session so that partners can relay the decisions they've made about using wordless picture books. (5-10 minutes)

   [NOTE: If time remains, you could ask pairs to role-play a parent and child working together with a wordless picture book.]

4. Distribute handouts for this session: "Highlights from the Read Aloud Handbook, Revised Edition" and "Open Invitation to Reading." Encourage participants to use these however they wish-- for their own reference or to share with their ABE students.

Sources for Further Learning

Brown, M.H., Weinberg, S.H., & Cromer, P.S. (1986). Kindergarten children coming to literacy. Educational Leadership, 44, 54-56.

Rasinski, T.V., & Fredericks, A.D. (1990). The best reading advice for parents. The Reading Teacher, January, 344-345.

Strickland, D.S., & Taylor, D. (1989). Family storybook reading: Implication for children, families, and curriculum. In D.S. Strickland, & L.M. Morrow (Eds.), Emerging literacy: Young children learn to read and write. Newark, DE: International Reading Association.

(1986, March 17). Why reading aloud makes learning fun. U.S. News and World Report, 65-66.

AN OPEN INVITATION TO READ

READING IS A FAMILY AFFAIR

Reading is indeed a family affair. Here is a list of books suggested by the Cuyahoga County Public Library for parents who are concerned about their children's reading. These selections are written for adults about children and their reading.

BABIES NEED BOOKS. Butler, Dorothy
"BEQUEST OF WINGS": A FAMILY'S PLEASURE WITH BOOKS. Duff, Annis.
BOOKS, CHILDREN AND MEN. Hazard, Paul
CHILDREN'S BOOKS TOO GOOD TO MISS. Hadlow, Ruth et al.
CHILDREN'S READING IN THE HOME. Arbuthnot, May Hill.
CHOOSING BOOKS FOR CHILDREN: A COMMONSENSE GUIDE. Hearne, Betsy
CUSHLA AND HER BOOKS. Butler, Dorothy.
DOWN THE RABBIT HOLE. Lanes, Selma.
FROM TWO TO FIVE. Chukovsky, Kornei.
HOW THE HEATHER LOOKS. Bodger, Joan.
LET'S READ TOGETHER: BOOKS FOR FAMILY ENJOYMENT. Association for Library Service to Children.
A PARENT'S GUIDE TO CHILDREN'S READING. Larrick, Nancy.
PREPARING YOUR PRE-SCHOOLER FOR READING. Sparkman, Brandon.
RAISING READERS: A GUIDE TO SHARING LITERATURE WITH YOUNG CHILDREN. National Council of Teachers of English.
THE USES OF ENCHANTMENT. Bettelheim, Bruno.
YOUR CHILD CAN BE A SUPER READER. Kusnetz, Len.
YOUR CHILD CAN READ AND YOU CAN HELP: A BOOK FOR PARENTS. Ervin, Jane.
YOUR CHILD'S READING TODAY. Frank, Josette.

Books for Family Enjoyment

Mother Goose, A B C, and Counting Books
for children from 2 to 6

THE MOTHER GOOSE TREASURY, compiled and illus. by Raymond Briggs.
RING O'ROSES: A NURSERY RHYME PICTURE BOOK, compiled and illus. by L. Leslie Brooke.
BOOK OF NURSERY AND MOTHER GOOSE RHYMES, compiled and illus. by Marguerite de Angeli.
A FOR THE ARK, written and illus. by Roger Duvoisin.

Picture Books
for children under 5

JOHNNY CROW'S GARDEN, written and illus. by L. Leslie Brooke.
GOODNIGHT MOON, by Margaret Wise Brown.
THE HEY DIDDLE DIDDLE PICTURE BOOK, illus. by Randolph Caldecott.
GILBERTO AND THE WIND, written and illus. by Marie Hall Ets.

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Funny Books for Funny Bones
for children from 9 to 12

BEN AND ME, written and illus. by Robert Lawson.
OWLS IN THE FAMILY, by Farley Mowat.
TERRIBLE, HORRIBLE EDIE, by E.C. Spykman.

Stories about Animals
for children from 9 to 14

BORN FREE: A LIONESS OF TWO WORLDS, by Joy Adamson.
BLACK LIGHTNING: THE STORY OF A LEOPARD, by Dennis Clark.
A BLACK BEAR'S STORY, by Emil E. Liers.
THE YEARLING, by Marjorie K. Rawlings.

Family Stories
for children from 9 to 12

LITTLE WOMEN, by Louisa May Alcott.
CADDIE WOODLAWN, by Carol Ryrie Brink.
MINE FOR KEEPS, by Jean Little.
A WONDERFUL, TERRIBLE TIME, by Mary Stolz.

Mystery and Adventure
for children from 8 to 14

THE MYSTERIOUS SCHOOLMASTER, by Karin Anckarsvard.
FIVE BOYS IN A CAVE, by Richard Church.
FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER, written and illus. by E.L. Konigsburg.
TWENTY THOUSAND LEAGUES UNDER THE SEA, by Jules Verne.

Historical Fiction
for children from 8 to 14

THE DOOR IN THE WALL, by Marguerite de Angeli.
THE COURAGE OF SARAH NOBLE, by Alice Dalgliesh.
THE BRONZ BOW, by Elizabeth G. Speare.
I, JUAN de PAREJA, by Elizabeth Borten de Trevino.

Other Lands and People
for children from 5 to 9

CROW BOY, written and illus. by Taro Yashima.
A CAP FOR MUL CHAND, by Julie Forsyth Batchelor.
THE FAMILY UNDER THE BRIDGE, by Natalie S. Carlson.
MEI LI, written and illus. by Thomas Handforth.

AN OPEN INVITATION TO READ

Suggested Poetry

Adoff
EATS

Bodecker
A PERSON FROM BRITAIN WHOSE HEAD WAS THE SHAPE OF A MITTEN

Ciardi
FAST AND SLOW

Farber
NEVER SAY UGH TO A BUG

Froman
STREET POEMS

Giovanni
VACATION TIME

Hoban
EGG THOUGHTS AND OTHER FRANCES SONGS

Kennedy
ONE WINTER NIGHT IN AUGUST AND OTHER NONSENSE JINGLES

Kumin
NO ONE WRITES A LETTER TO THE SNAIL

Kuskin
NEAR THE WINDOW TREE

Livingston
O SLIVER OF LIVER AND OTHER POEMS

McCord
AWAY AND AGO

Nash
CUSTARD AND COMPANY

Morrison
WHO WOULD MARRY A MINERAL?

Prelutsky
ROLLING HARVEY DOWN THE HILL

From a list suggested by the Cuyahoga County Public Library.

BEST COPY AVAILABLE

CALDECOTT AWARD WINNERS

Since 1938, the Caldecott Medal has been awarded annually to the artist of the most distinguished American picture book for children published during the preceding year. It was named for Randolph Caldecott, a famous English illustrator of books for children. In cases where only one name is given, the book was written and illustrated by the same person.

1938 ANIMALS OF THE BIBLE by Helen Dean Fish, illustrated by Dorothy P. Lathrop.
1939 MEI LI by Thomas Handforth.
1940 ABRAHAM LINCOLN by Indri and Edgar Parin d'Aulaire.
1941 THEY WERE STRONG AND GOOD by Robert Lawson.
1942 MAKE WAY FOR DUCKLINGS by Robert McCloskey.
1943 THE LITTLE HOUSE by Virginia Lee Burton.
1944 MANY MOONS by James Thurber, illustrated by Louis Slobodkin.
1945 PRAYER FOR A CHILD by Rachel Field, illustrated by Elizabeth Orton Jones.
1946 THE ROOSTER CROWS...(traditional Mother Goose), illustrated by Maud and Miska Petersham.
1947 THE LITTLE ISLAND by Golden MacDonald, illustrated by Leonard Weisgard.
1948 WHITE SNOW, BRIGHT SNOW by Alvin Tresselt, illustrated by Roger Duvoisin.
1949 THE BIG SNOW by Berta and Elmer Hader.
1950 SONG OF THE SWALLOWS by Leo Politi.
1951 THE EGG TREE by Katherine Milhous.
1952 FINDERS KEEPERS by William Lipkind, illustrated by Nicolas Mordvinoff.
1953 THE BIGGEST BEAR by Lynd Ward.
1954 MADELINE'S RESCUE by Ludwig Bemelmans.
1955 CINDERELLA, or THE LITTLE GLASS SLIPPER by Charles Perault, translated and illustrated by Marcia Brown.
1956 FROG WENT A-COURTIN' edited by John Langstaff, illustrated by Feodor Rojankovsky.
1957 A TREE IS NICE by Janice May Udry, illustrated by Marc Simont.
1958 TIME OF WONDER by Robert McCloskey
1959 CHANTICLEER AND THE FOX adapted from Chaucer and illustrated by Barbara Cooney.
1960 NINE DAYS TO CHRISTMAS by Marie Hall Ets and Aurora Labastida, illustrated by Marie Hall Ets.
1961 BABOUSHKA AND THE THREE KINGS by Ruth Robbins, illustrated by Nicolas Sidjakov.
1962 ONCE A MOUSE... by Marcia Brown.
1963 THE SNOWY DAY by Ezra Jack Keats.
1964 WHERE THE WILD THINGS ARE by Maurice Sendak.
1965 MAY I BRING A FRIEND? by Beatrice Schenk de Regniers, illustrated by Beni Montresor.
1966 ALWAYS ROOM FOR ONE MORE by Sorche Nic Leodhas, illustrated by Nonny Hogrogian.
1967 SAM, BANGS & MOONSHINE by Evaline Ness.

BEST COPY AVAILABLE

Bang. TEN, NINE, EIGHT.
Baylor. HAWK I'M YOUR BROTHER.
* Berenstain. BEARS IN THE NIGHT.
* Bonsall. AND I MEAN IT, STANLEY.
Brown, Ruth. DARK DARK TALE.
Browne, A. PIGGYBOOK.
Bunting, E. MOTHER'S DAY MICE.
Carley. COLOR MY WORLD.
Charo, Kay. OINK AND PEARL.
Coville, Bruce. SARAH'S UNICORN.
Crews. FREIGHT TRAIN.
Crews. SCHOOL BUS
* Delage. ABC FIRE DOGS.
DuBois. LION.
Eastman. GO AWAY DOG.
Ernest, L.C. UP TO TEN AND DOWN AGAIN.
Ets. JUST ME.
Ets. PLAY WITH ME.
Firth. I'LL TEACH MY DOG.
Gackenbach, Bruce. MORE FROM HOUND AND BEAR.
Gage, William. MRS. GADDY AND THE GHOST.
Gerstein. ROOM
Green, Phyllis. FASTEST QUITTER IN TOWN.
Greene. HI CLOUDS.
Greet, William Cabell. MY PICTIONARY.
Greydanus. BIG RED FIRE ENGINE.
Griffith, H.V. GEORGIA MUSIC.
Harris, J.C. JUMP.
Hautzig, Deborah. THE HANDSOMEST FATHER.
Hayes, S. THIS IS THE BEAR.
* Hillert. THE BABY BUNNY.
* Hoban, Lillian. ARTHUR'S FUNNY MONEY.
Hoban, T. SHAPES, SHAPES, SHAPES.
Hurd. COME AND HAVE FUN.
Hurd, T. PEA PATCH JIG.
Isadore, Rachel. MAX.
Johnson. WAIT, SKATES.
Jonas. HOLES AND PEEKS.
Keats. GOGGLES.
Keller. GERALDINE'S BLANKET.
* Kessler. HEY DIDDLE DIDDLE.
* Kuklin, S. THINKING BIG: THE STORY OF A YOUNG DWARF.
Latham. WHO LIVES HERE?
Lewi. WE LIKE NOISE.
Lillegard. WHERE IS IT?
Lobel, Arnold. UNCLE ELEPHANT.
* McInnes. LEO LION PAINTS IT RED.
McKissack, P.C. FLOSSIE THE FOX
McPhail. FIX-IT
Marston, Hope. BIG RIGS.
Matthias. I LOVE CATS.

Adler, David A. CAM JANSEN AND THE MYSTERY OF THE STOLEN DIAMONDS.
Adler, David A. CAM JANSEN AND THE MYSTERY OF THE TELEVISION DOG.
Allard. MISS NELSON IS MISSING.
Allard. THE STUPIDS STEP OUT.
Anderson. BLAZE AND THE LOST QUARRY.
Anderson, Margaret J. SEARCHING FOR SHONA.
Andrews. THE VERY LAST FIRST TIME.
Aylward, Jim. YOU'RE DUMBER IN SUMMER.
Baker, Eugene H. I WANT TO BE A SWIMMER.
Baker, Eugene H. I WANT TO BE A TELEPHONE OPERATOR.
Benchley, Nathaniel. OSCAR OTTER.
Benchley, Nathaniel. SAM THE MINUTEMAN.
Bennett. LITTLE WITCH.
Blair, Gwenda. LAURA INGALLS WILDER
Blume, Judy. THE ONE IN THE MIDDLE IS THE GREEN KANGAROO.
Blume, Judy. SUPERFUDGE.
Bolognesse, Don. DRAWING DINOSAURS AND OTHER PREHISTORIC ANIMALS.
Bottner, Barbara. DUMB OLD CASEY IS A FAT TREE.
Bourke, Linda. HANDMADE ABC.
Bowen, Marc. WHY THE TIDES EBB AND FLOW.
Brittain, Bill. ALL THE MONEY IN THE WORLD.
Brown. SNEAKERS.
Bulla. VIKING ADVENTURE.
Bunting. JANE MARTIN, DOG DETECTIVE.
Calhoun, Mary. HOT-AIR HENRY.
Cameron, Ann. THE STORIES JULIAN TELLS.
Carrick, Carol. THE CLIMB.
Carrick, Carol. LOST IN THE STORM.
Carrick, Donald. THE WASHOUT.
Cazet. SATURDAY.
Cendrars, Blaise. SHADOW.
Chernoff, Goldie Taub. PUPPET PARTY.
Chew. WHAT THE WITCH LEFT.
Chittenden, Margaret. THE MYSTERY OF THE MISSING PONY.
Christian. MERGER ON THE ORIENT EXPRESS.
Christopher, John. THE WHITE MOUNTAINS.
Christopher, Matt. THE DIAMOND CHAMPS.
Christopher, Matt. GLUE FINGERS.
Christopher, Matt. JINX GLOVE.
Christopher, Matt. THE KID WHO ONLY HIT HOMERS.
Christopher, Matt. THE PIGEON WITH THE TENNIS ELBOW.
Cleary, Beverly. RALPH S. MOUSE.
Cleary, Beverly. RAMONA QUIMBY, AGE 8.
Cleary, Beverly. RAMONA THE PEST.

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Haywood. SUMMER FUN.
Heide, Florence. BANANA TWIST.
Heide, Florence. MYSTERY OF THE FORGOTTEN ISLAND.
Heide, Florence. THE SHRINKING OF TREEHORN.
Heide, Florence. TREEHORN'S TREASURE.
Henry, Marguerite. FIVE O'CLOCK CHARLIE.
Herman. HUBKNUCKLES.
Hildick, E.W. THE CASE OF THE FELON'S FIDDLE.
Hoff, Sydney. THE LITTER KNIGHT.
Holmes. CHARLOTTE CHEATHAM; MASTER OF DISASTER.
Hopkins, Lee Bennett. GIRLS CAN TOO!
Hornblow, Leonora. REPTILES DO THE STRANGEST THINGS.
Horwitz, Elinor Lander. SOMETIMES IT HAPPENS.
Howe, Deborah and James. BUNNICULA.
Hunter, Kristin. BOSS CAT.
Hurwitz, Johanna. ALDO ICE CREAM.
Hurwitz, Johanna. NORA AND MRS. MIND-YOUR-OWN BUSINESS.
Hutchins, Pat. FOLLOW THAT BUS.
Johnson, Margaret Sweet. BRIGHT FLASH.
Kalb, Jonah. THE EASY BA[illegible] BOOK.
Keller, Charles. TOO FUNNY FOR WORDS.
Knudson, R.R. RINEHART LIFTS.
Kuskin, Karla. THE PHILHARMONIC GETS DRESSED.
Levy, Elizabeth. SOMETHING QUEER AT THE HAUNTED SCHOOL.
Levy, Elizabeth. SOMETHING QUEER AT THE BALL PARK.
Lively, Penelope. FANNY'S SISTER.
Livingston, Myra. O SLIVER OF LIVER AND OTHER POEMS.
Lobel, Arnold. OWL AT HOME.
Lord. THE DAY THE SPACE SHIP LANDED.
Lowry, Lois. ANASTASIA KRUPNIK.
McDonnell. DON'T BE MAD IVY.
Maclachlan. SARAH, PLAIN AND TALL.
Martin, B. & Archambault, J. WHITE DYNAMITE AND CURLY KID.
Martin, Patricia Miles. ABRAHAM LINCOLN.
Martin, Patricia Miles. NAVAJO PET.
Marshall, James. TAKING CARE OF CARRUTHERS.
Massie, D.H. CHAMELEON WAS A SPY.
Mathis, Sharon Bell. THE HUNDRED PENNY BOX.
Mendoza, George. NORMAN ROCKWELL'S AMERICANA
Miles, Miska. JENNY'S CAT.
Milne, L.J. NATURE'S CLEAN-UP CREW.
Mitchell, John. THE CURIOUS NATURALIST.
Molarsky, Osmond. TAKE IT OR LEAVE IT.
Monjo, F.N. THE DRINKING GOURD.
Monjo, F.N. GRAND PAPA AND ELLEN AROON.
Morressy, John. DROUGHT FROM ZIAX II.

Shreve, Susan. THE BAD DREAMS OF A GOOD GIRL.
Shub. CUTLASS IN THE SNOW.
Silverstein, Shel. A LIGHT IN THE ATTIC.
Simon, Seymour. EINSTEIN ANDERSON SHOCKS HIS FRIENDS.
Singer, Marilyn. THE DOG WHO INSISTED HE WASN'T.
Slote, Alfred. CLONE CATCHER.
Sloate, Alfred. MY TRIP TO ALPHA I.
Slobodkin. THE SPACESHIP UNDER THE APPLE TREE.
Sobol. ENCYCLOPEDIA BROWN.
Sobol. ENCYCLOPEDIA BROWN SOLVES THEM ALL.
Steig, William. GORKY RISES.
Stevenson, James. SEA VIEW HOTEL.
Stewart, Bertre Ann. TURTLES.
Taylor, Mark. HENRY THE EXPLORER.
Titus. BASIL OF BAKER STREET.
Turkle, Brinton. DO NOT OPEN.
Van Allsburg, Chris. JUMANJI.
Van Leeuwen, Jean. THE GREAT CHRISTMAS KIDNAPPING CAPER.
Van Leeuwen, Jean. TOO HOT FOR ICE CREAM.
Vestly, Anne-Cath. HELLO, AURORA.
Walker, Alice. LANGSTON HUGHES, AMERICAN POET.
Warner, Gertrude. SCHOOLHOUSE MYSTERY.
Weir, La Vada. THE ROLLER SKATING BOOK.
Wescott, Alita. WHAT IS A REPTILE?
White, E.B. CHARLOTTE'S WEB.
Wilder, Laura Ingalls. LITTLE HOUSE IN THE BIG WOODS.
Yolen, Jane. SHIRLICK HOLMES AND THE CASE OF THE WANDERING WARDROBE.
York, Carol Beach. REMEMBER ME WHEN I AM DEAD.
Young, Margaret. PICTURE LIFE OF MARTIN LUTHER KING.
Zelinsky, P.O. RUMPLESTILTSKIN.
Zemach, Margot. IT COULD ALWAYS BE WORSE.

Some Highlights from THE READ-ALOUD HANDBOOK, Revised Edition

1. Why Read-Aloud?

Answered simply, the intitial reasons are the same reasons you talk to a child: to reassure to entertain, to inform or explain, to arouse curiosity, and to inspire--and to do it all personally, not impersonally with a machine. A secondary reason is that regular reading aloud strengthens children's reading, writing, and speaking skills.

One of the primary learning methods for children is imitation. They imitate what they hear and what they see. And since parents are the prime model in their child's language development, they can enrapture their children by daily "promoting" to their children the pleasures of reading.

2. When to Begin?

If the child is old enough to talk to, he or she is old enough to read to. The human voice is one of the most powerful tools a parent has for calming the child. At the earliest stages--there is even some evidence to suggest as early as the sixth or seventh month in the womb--a child is capable of discerning tone of voice: positive or negative, soothing or disturbing. A child's sense of hearing is so acute that when a male and female speak simultaneously to an infant only a few hours old, he/she will always turn toward the woman's voice. The evidence seems to point to the child's months of listening to the female voice while in utero. Thus it is easy for the child to start associating certain tones of voice with comfort and security.

In exactly the same way that the child is conditioned by a soothing tone of voice to expect calmness and security, so, too, can the child be conditioned to the sound of the reading voice. Over a period of months the child will recognize it as an unthreatening sound, one that is associated with warmth, attention, and pretty pictures, and he/she will gravitate naturally to that sound.

3. The Stages of Reading-Aloud

Until a child is 6 months old, it doesn't matter a great deal what you read, as long as you are reading. What is important up to this stage is that the child becomes accustomed to the rhythmic sound of your reading voice and associates it with a peaceful, secure time of day.

Between 6 and 10 months of age, the child's sight and hearing are attuned enough to recognize familiar faces, objects, and voices. Your book selection for the next year should be ones that stimulate those two senses--colorful pictures and exciting sounds upon which the child can focus easily.

During the toddler stage, an important parent role is serving as a kind of welcoming committee for the child, welcoming him to your world. You do this by helping him learn the names of all the objects that surround him, the things that move, things that make noises, the things that shine. Picture books are perfect teaching vehicles at this stage. Point to the various items illustrated in the book, call them by name, ask the child to say the name with you, praise him enthusiastically for his efforts.

Between the ages of 2 and 5, a child's capacity for language has been described by Kornei Chukovsky, the Russian poet and literary historian, as "near genius." As the principal architect of this building stage, your reading material should keep pace with the child's growth. Beginning at 2, they are interested in everything and have a built-in need to have names of those things. Because of this high-level curiosity, many children enjoy nonfiction books as well as fiction at this point. Your reading material should include:

a. "wordless" books--picture books conveying a simple story without using words (this is an excellent means to build the confidence, imagination, and vocabulary of prereaders).

b. simple joke and riddle books--the child will love memorizing jokes from these books and trying them out on family and friends; there is nothing that builds self-confidence like a well-told and well-received joke.

c. fairy tales--they address the child's sense of courage and adventure as well as advise the child: take your courage in hand and go out to meet the world head on. According to Bruno Bettelheim, the fairy tale offers this promise: if you have courage and if you persist, you can overcome any obstacle, conquer any foe. And best of all, you can achieve your heart's desire.

4. Some Dos and Don'ts of Reading-Aloud

Dos

* Begin reading to children as soon as possible. The younger you start them, the better.

* Read as often as you and the child have time for.

* Vary the length and subject matter of your readings.

* Follow through with your reading. If you start a book, it is your responsibility to continue it--unless it turns out to be a bad book.

* Occasionally read above the child's intellectual level and challenge their minds.

* Use plenty of expression when reading. If possible, change your tone of voice to fit the dialogue.

* Adjust your face to fit the story. During a suspenseful part, slow down, draw your words out, bring your listeners to the edge of their chairs.

* Fathers should make an extra effort to read to their children. Because 90 percent of primary-school teachers are women, young boys often associate reading with women and schoolwork. It is not by chance that most of the students in remedial-reading classes are boys. A father's early involvement with books and reading can do much to elevate books to at least the same status as baseball gloves and hockey sticks in a boy's estimation.

* Arrange for time each day for the child to read by himself. All your read-aloud motivation goes for nought if the time is not available to put it into practice.

Don'ts

* Don't read stories that you don't enjoy yourself. Your dislike will show in the reading, and that defeats the purpose.

* Consider the intellectual and emotional level of your child in making a read-aloud selection. Challenge the child, don't overwhelm him.

* Don't select a book that your child has already heard or seen on television. Once a novel's plot is known, much of its interest is lost.

* Don't start a reading if you are not going to have enough time to do it justice. Having to stop after one or two pages only serves to frustrate, rather than stimulate the child's interest in reading.

* Don't impose interpretation of a story upon your audience. A story can be just plain enjoyable, no reason necessary.

* Don't use the book as a threat--"if you don't pick up your room, no story tonight!" As soon as the child sees that you've turned the book into a weapon, he'll change his attitude about books from positive to negative.

* * *

FAMILY LITERACY PROGRAMS
Training Manual

SESSION FIVE
Promoting Reading Fluency

SESSION FIVE
Promoting Reading Fluency

Goals

To explore the importance of fluency for reading growth

To demonstrate and discuss several methods for enhancing readers' fluency

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Ask small groups (3-5 participants) to spend a few minutes developing definitions of fluent reading. Convene the whole group and ask smaller groups to share. Point out common characteristics: fluent reading is smooth, expressive, and generally free from many word recognition errors. Tell the group that fluency is an important goal for beginning readers of any age. (5-10 minutes)

3. Conduct demonstrations of the three fluency methods outlined below. For each, begin with an overview of procedures. [NOTE: You may wish to make an overhead transparency of the steps for each method.] Then, using children's literature books, ask pairs of participants to practice the method using role playing. Roles can be teacher and adult learner or parent and child. After the role playing for each method, conduct a debriefing/ evaluating discussion. Ask participants to respond to these three questions: Why does this method work? How would this method fit in to ABE programs? How would this method fit in to family literacy programs? (total time: 30-45 minutes, 10-15 minutes for each method).

   <u>Steps in the Impress Method</u>

   1. Use easy material. Sit where the learner* can see the text and hear you clearly. Read for 5-10 minute stretches.

   2. Tell the learner you are going to read aloud and ask him/ her to read along. Read at a slightly slower pace than normal (but <u>not</u> word-for-word), pointing at the text as you read.

   3. Increase your rate as the learner shows ability to keep up.

4. Provide the learner with genuine praise for his/ her successes.

Steps in the Repeated Readings Method

1. Use books of average difficulty. Sit where the learner can see the text and hear you clearly.

2. Read the text aloud to the learner, running your finger under lines of print.

3. Ask the learner to read the text with you, again running your finger under lines of print. Repeat this step until the learner seems ready to read independently.

4. Learner reads alone, either running his/ her finger along lines of print or asking you to do it.

5. Provide the learner with genuine praise for his/ her successes.

Steps in the Paired Reading Method

1. Use any book of the learner's choice. [NOTE: For Paired Reading with parents and children, book should be child's choice, but parent should be able to read it.]

2. Read the text together. If the learner wants to try to read independently, he or she uses a prearranged signal (e.g., tapping on the table). Learner continues to read independently until he or she makes an error. When this happens, give the learner the word and ask him or her to repeat it.

3. Continue reading, this time together again, until the learner signals for another attempt at independent reading. If the learner makes an error, use the error strategy above. The cycle of paired reading, independent reading, and error correction continues until the text has been read.

4. Provide the learner with genuine praise for his/ her successes.

4. Invite a discussion of the ways tape-recorded books may be used in ABE or family literacy programs: a) use books and tapes available for check-out in most children's libraries; b) have adults tape record themselves reading their children's favorite books; or c) use tape recorded readings as a way to encourage

fluency growth. Ask the learner to tape record reading. Play the tape, and ask the learner to evaluate the reading, making suggestions for improvement. Tape again and evaluate again, continuing until the learner is satisfied with his or her reading. (5-10 minutes)

*: Learner refers to adult or child, depending on the situation-- ABE or family literacy.

Sources for Further Learning

Rasinski, T.V. (1989). Fluency for everyone: Incorporating fluency instruction in the classroom. The Reading Teacher, May, 690-693.

Topping, K. (1987). Paired Reading: A proven technique for parent use. The Reading Teacher, March, 608-614.

FAMILY LITERACY PROGRAMS
Training Manual

SESSION SIX
Environmental Print

SESSION SIX
Environmental Print

Goals

To develop awareness for environmental print

To decide upon environmental print activities for ABE and family literacy programs

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Take an environmental print walk. That is, walk quickly through the building where you are meeting or on a street near the building. Direct participants to notice every bit of environmental print that they see on the walk. When you return to the meeting room, ask participants to share what they observed. Make the point that, although environmental print is everywhere, literate people sometimes ignore it. For beginning readers, however, environmental print can be a useful source of reading and writing activities. (10 minutes)

3. Provide participants with copies of old magazines and scissors. Ask them to cut out examples of environmental print from the magazines. (5 minutes)

4. Put all the magazine examples of environmental print on a table in the center of the meeting room. Ask participants to find partners. Ask partners to do an open word sort with the environmental print examples. (See Part Two of Mothers, fathers, daughters and sons or Helping your children learn for directions for open word sorts.) After pairs have sorted the print examples, reconvene the whole group for a brief sharing session. (10-15 minutes)

5. Divide participants into three larger groups. Provide chart paper and markers for each group. Tell participants that this portion of the session is designed to allow them to generate ideas for using environmental print. Each group will work on a different set of activities: uses for environmental print in ABE classes, uses for environmental print in family literacy programs, and uses for environmental print at home with parents and children. Provide 10-15 minutes for groups to generate ideas. Then convene the larger group to hear small group reports. (5 minutes) [NOTE: If participants wish, you might offer to

combine all ideas into a handout to be distributed at a later session.]

6. Provide copies of the "Environmental Print" chart. Ask small groups to complete the chart by considering the links between the environmental print activities they have designed and their goals for ABE students and their children. Provide 10-15 minutes for this activity; then hold a brief whole-group sharing session. (5 minutes)

7. To conclude the session, ask small groups to brainstorm advantages of using environmental print in ABE and family literacy programs and then to share the advantages with others in the group. (10 minutes)

FAMILY LITERACY WORKSHOPS
Environmental Print

Directions: Decide how the environmental print activities you have developed fit with your goals for ABE learners and their children. Complete the chart to show your decisions.

ENVIRONMENTAL PRINT ACTIVITY	GOAL FOR ABE STUDENTS AND THEIR CHILDREN

FAMILY LITERACY PROGRAMS
Training Manual

SESSION SEVEN
Promoting Writing Growth

SESSION SEVEN
Promoting Writing Growth

Goals

To explore the role of writing in family literacy programs

To develop writing activities for family literacy programs

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Ask participants to form groups of three, seated in a triangle so that everyone can see everyone else. Distribute the handout entitled "Agree, Disagree, and Why?" Provide 10-15 minutes for groups to complete the activity.

3. Hold a debriefing discussion. One way to proceed is to take "votes," item by item, by asking participants to raise their hands. Then provide time for those who agree with each item to share their reasoning and for those who disagreed to do likewise. In the process of the discussion, you may wish to make the following points: #1-- the decision to strive for mechanical perfection depends, in large part, on what's to be done with the writing. The more formal the situation and more widely the writing will be shared, the more important mechanical issues become. #2-- whole language philosophy would dictate that although this is true, it's backwards. Form follows function; the content of a piece of writing is almost always more important than its form. #s 3 and 4-- whole language theorists and practitioners would agree with both of these. #5-- The focus of this session is on how this can be accomplished.

4. Provide copies of the chart for participants. Also provide copies of the handout about dialogue journals. Encourage participants to brainstorm, filling in the chart with as many writing activities as they can. Provide about 10-15 minutes for this activity. Then convene the whole group and ask individual groups to share their ideas. Encourage others to jot down interesting ideas from the sharing session on their own charts. (5-10 minutes)

5. Ask each group to select two writing activities from among those generated by the entire group. [NOTE: Encourage diversity so that as many plans will be written as possible.] Provide time (10-15 minutes) for

groups to create lesson plans for the activities they've selected, using copies of the "Lesson Plan" handout. [NOTE: If possible, offer to duplicate everyone's plans for everyone else.]

6. If time remains, share ideas for bookmaking. One handout is included for distribution. Workshop participants will most likely have other, less time-consuming ideas. [NOTE: Elmer's glue and water, mixed to a consistency of cream, can be painted on construction paper to make a sturdy book cover. Hair spray is a good fixative for pencil or chalk drawings or writing.]

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FAMILY LITERACY WORKSHOPS
Promoting Writing Growth

Agree, Disagree, and Why?

Directions: As a group, decide if you agree or disagree with each statement. On the line before each statement, indicate your decision. On the lines beneath each statement, write reasons for your decision.

_____1. Not all writing needs to be mechanically perfect.

_____
_____
_____

_____2. Many instructional materials for ABE programs stress the acquisition of separate writing skills. This is as it should be.

_____
_____
_____

_____3. A person (of any age) learns to write by writing.

_____
_____
_____

_____4. Writers (of any age) need real audiences and genuine purposes.

_____
_____
_____

_____5. A writing component should be included in family literacy programs.

_____
_____
_____

FAMILY LITERACY WORKSHOPS
Promoting Writing Growth

Directions: Complete the chart with writing activities. A particular activity could go into more than one cell on the chart.

	Journal	Stories	Informational
Children alone			
Parents alone			
Parents & Children			

FAMILY LITERACY WORKSHOPS
Promoting Writing Growth

Lesson Plans for Writing Activity

Materials

Goal(s)

Procedures

Evaluation

DIALOGUE JOURNALS

The dialogue journal is one instructional activity that emphasizes meaning while providing natural, functional experiences with both reading and writing.

Students and teachers use dialogue journals to converse in writing. Each day the students write something of interest or concern and the teacher responds.

Features:

1. The child receives a response to what he has written.
2. The teacher facilitates expansion and clarification in writing by commenting, questioning and encouraging children to express themselves.
3. Children learn to integrate information and then construct a coherent response. They learn about communication to a specific audience.
4. The teacher models correct spelling and mechanics for students.

Time Management:

1. Begin with small groups. Choose names by drawing from a hat.
2. Specify a period of time (ideally not less than 3 weeks) for the project then choose another group.

Guidelines:

1. Use bound composition books (staple together appropriate writing paper with construction paper cover. Paper should be large enough for several journal entries so children see the developing dialogue.)
2. To motivate students tell them journals are like letters. They will write to you and you will write back. Encourage writing about any topic of interest or concern to them.
3. For best results, write daily. Set aside a special time for writing and reading. Grades one and two, 10 minutes might be appropriate, while older children may need 20 minutes.
4. Focus on communication. Do not correct entries in any way. Instead, model correct forms in your response.
5. Respond in a way that encourages written expression such as, "Tell me more about...I'd like to know more about...Describe..."
6. Dialogue journals are private. Convey to students that they belong to the two of you, but they may share if they wish. Sharing should always be voluntary.

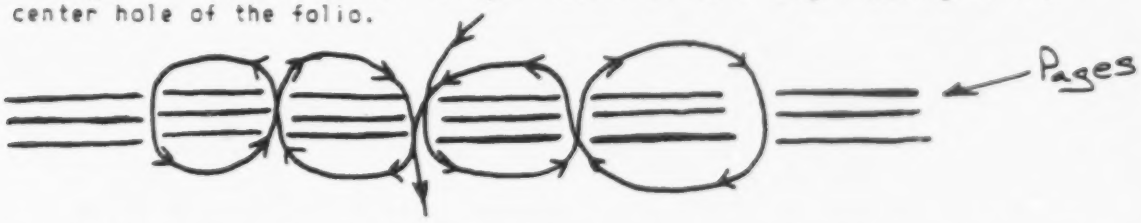
SADDLE STITCH SIGNATURE

T. Rasinski

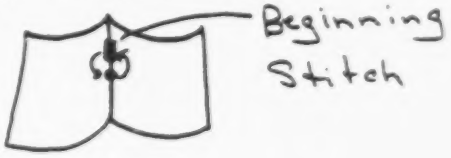
1. Fold paper in half.
2. Bone (sharpen) fold using a folding bone or blunt stick.

3. Jog the signature by tapping the top end on a table or flat surface.
4. Mark an odd number of holes on the fold. Mark the center hole first, then the two end holes the same distance from the top and bottom edges. Mark other holes if needed.

5. Punch holes using an awl, needle, or nail.
6. Cut thread 2 1/2 times longer than the signature. Wax thread. Thread needle. Knot the thread.
7. Sew signature pages together using a saddle stitch. Begin sewing in the center hole of the folio.



8. On the third time through the center hole, loop thread under the beginning stitch and then go back thorugh the center hole.



9. Tie a knot and clip extra thread. The knot will be on the inside of the book.

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FAMILY LITERACY PROGRAMS
Training Manual

SESSION EIGHT
Language-Experience Activities

SESSION EIGHT
Language-Experience Activities

Goals

To explore the rationale for language-experience activities in family literacy programs

To develop language-experience activities for use in family literacy programs

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Select a dictation situation from Helping your children learn or Mothers, fathers, daughters, and sons. Initiate discussion about the topic, invite summary, take dictation, reread account to the group, invite revision/ editing. Use this activity as the basis for a debriefing discussion about guidelines for taking dictation. (See Part Two of either teacher's manual for a discussion of guidelines. The guidelines regarding recording exactly what is dictated is ordinarily troublesome for some people, so be prepared to provide a rationale.) (25-30 minutes)

3. Share the handouts entitled "Language Experience Activities for the Young Child" and "Dictation Possibilities" with participants. Ask them to form small groups (3-5 people) and complete the "Dictation Possibilities" chart. After groups have finished their work, convene the larger group for a sharing session. (10-15 minutes)

4. Provide participants with guidelines for establishing Word Banks (see Part Two of either teacher's manual for guidelines. In discussing Word Banks, be sure that participants understand that word bank words are those that the learner knows. People sometimes forget this and put unknown words on cards for learners. The best way to learn an unknown word is to encounter it in meaningful context, not in isolation.) Ask learners to share ideas for storing word bank cards-- cardboard jewelry boxes, punched and held together by a shower ring, etc. (5-10 minutes)

5. Provide groups with time (10 minutes) to brainstorm Word Bank activities (on the handout). Conclude the session with a whole-group sharing of small groups' ideas.

Sources for Further Learning

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LANGUAGE EXPERIENCE ACTIVITIES FOR THE YOUNG CHILD:

SUGGESTIONS FOR PARENTS*

SPEAKING

Talk about everyday sights.
Remind children about enjoyable occasions.
Use verbal and visual experiences for conversations (TV, records, books, art work).

VISUAL EXPRESSION

Provide art materials.
Provide space at home.
Provide play dough.
Provide display area for children's work.

CREATIVE DRAMATICS

Provide dress-up area; encourage your kids and their friends.
Help child to use his/her imagination by "playing along" with some of their games and stories.
Have pretend telephone conversations with children.

SINGING

Sing familiar songs.
Play records.
Encourage children to create new melodies/verses.

MOVEMENT AND RHYTHMIC ACTIVITIES

Encourage children to imitate animals; move to rhythms.
Make rhythm instruments.
Help children create dances.

READING

Aloud—ask kids what they think will happen next in the story; which character they liked and why; would they change the ending; and so on.
Provide books and a place to read.
Read your own books in front of your children.
Retell favorite books and stories.

WRITING

Share lists, letters, check writing, etc.
Write down what your child says; then enjoy reading the stories/sentences together.

"EXPERIENCE" WORDS

Take child places in your community, such as the hardware, city hall, library or museum.
Discuss such outings with your children.

*From: Manning, G. & Manning, M.A. "Parents and Kids Talk, Talk, Talk It Up: How Parents Can Provide a Wide Range of Language Experience Activities for Their Children." Early Years, January, 1981, 11:26-27.

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FAMILY LITERACY WORKSHOPS
Language-Experience Activities

Dictation Possibilities

Directions: Complete the left side of the chart by noting ways for dictation to be used in family literacy programs. Then check the "audience" for the activity.

	Adults	Children	Both
Dictation in response to reading			
activities			
experiences			
other			

FAMILY LITERACY WORKSHOPS
Language-Experience Activities

Word Bank Activities

Directions: Complete the chart by listing Word Bank activities, audiences (P=Parents, C=Children, B=Both), and instructional goals.

ACTIVITY	P, C, B	GOAL

FAMILY LITERACY PROGRAMS
Training Manual

SESSION NINE
Reading-Reasoning Activities

SESSION NINE
Reading-Reasoning Activities

Goals

To explore the characteristics of reading-reasoning activities

To develop lists of possible reading-reasoning activities for use in family literacy programs

[NOTE: The following types of reading-reasoning activities have been used throughout the other sessions in this manual: "Agree, Disagree, and Why?" (sessions 1 and 7), critical incidents (session 2), charts (sessions 3, 6, and 8), and open word sorts (session 6). If participants have attended other sessions, remind them of these activities so that they will have a broader basis for developing both characteristics and specific activities.]

Procedures

1. If necessary, introduce participants to each other. Then provide an overview for the session by sharing goals with participants.

2. Ask participants to brainstorm about the cognitive and affective characteristics of effective instructional activities. [NOTE: Depending upon the group, you may want to guide this by asking: What do learners do? How do learners feel?] Post this list on the chalkboard or chart paper for reference throughout the session. (5-10 minutes)

3. Ask participants to brainstorm again, this time about topics for study in family literacy programs. Post this list on the chalkboard or chart paper, as well.

4. Create four groups. Assign a type of reading-reasoning activity to each group. Types to be used should include charts; word sorts; agree, disagree, and why?, and critical incidents. [NOTE: If participants have not attended other sessions, provide samples of these activities for them to analyze.]

   Provide groups with 20-25 minutes to list ways to use these reading-reasoning activities within family literacy programs. The two lists already generated (characteristics of effective instruction and topics for study in family literacy programs) will provide useful reference. Groups should first strive to determine areas/ topics within family literacy programs where these reading-reasoning activities might work.

They should then actually develop the activities (e.g., generate the statements for "Agree, Disagree, and Why?," develop the charts.)

5. Ask each group to share the results of its work with the rest of the participants. (10-15 minutes) [NOTE: If possible, offer to duplicate these activities so that all may benefit from everyone's work.]

6. Invite a discussion of resource people who might make presentations during family literacy sessions. As people are suggested, talk with the group about a) what topics the person might address, b) whether parents, children, or both might benefit, and c) possible reading-reasoning activities to follow up on the person's visit. [NOTE: If possible, compile participants' suggestions and duplicate for everyone.] (10-15 minutes)

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WORKSHOP EVALUATION

Please rate the following four aspects of today's workshop. Then respond in writing to items 5-7. Thank you.

1.	Pertinence to my needs	Highly Relevant 5	4	3	2	Irrelevant 1
2.	Overall organization	Excellent 5	4	3	2	Poor 1
3.	Ideas and activities	Very Interesting 5	4	3	2	Dull 1
4.	Contributions of leader	Excellent 5	4	3	2	Poor 1

5. Three things I liked best were

   a.
   b.
   c.

6. Three things I liked least were

   a.
   b.
   c.

7. Three things I would like to know more about are

   a.
   b.
   c.

Comments: